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ABSTRACT

This report discusses the formulation of a common mission statement by the South Dakota Board of Regents System of state-supported higher education. Twelve directions are identified in light of the system's needs and the state environment in South Dakota. These include: (1) ensuring the quality of undergraduate education; (2) selectively improving specific graduate programs; (3) creating a quality teaching and learning environment; (4) developing areas of excellence; (5) embracing pluralism; (6) encouraging institutional flexibility and responsibility; (7) fostering collaborative relationships with groups external to the university system; (8) increasing public awareness and appreciation for higher education; (9) seeking adequate funding; (10) seeking competitive compensation for staff; (11) providing appropriate facilities and equipment; and (12) maximizing the delivery of programs and services through innovation and advanced technology. The report also addresses assumptions in the areas of mission and planning, state demographics, governance, student populations, programs, staffing, finance, facilities, and intergovernmental relations. An appendix provides the mission statements of the University of South Dakota, South Dakota State University, South Dakota School of Mines and Technology, Black Hills State University, Dakota State University, and Northern State University. (MDM)

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Access to Quality

Common Directions for Uncommon Times

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South Dakota Board of Regents
December 1992

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Access to Quality

Common Directions for Uncommon Times

South Dakota Board of Regents
December 1992

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Executive Summary

Planning has had a long history in the South Dakota Board of Regents System, beginning with a U.S. Office of Education survey conducted in 1918. Subsequent efforts were made in 1922, 1953, 1960, 1963, and 1970. The current effort, which culminated in the adoption of this document, was initiated at a Board retreat in the summer of 1990. The process was considered highly participative by the presidents of the universities and the Executive Director as assumptions and directions were developed in a series of several working sessions of the presidents and the Executive Director. Top-down efforts were determined to be problematic, and the grass-roots bottom-up approach was deemed to be inordinately time consuming; therefore, the collegial approach using the team of chief executive officers in the System was adopted. The document was reviewed at several points in its development and, in the final stages, was reviewed by faculty and staff at the various campuses for suggestions. Campus suggestions were reviewed collectively by the university presidents and the Executive Director, and the final document was recommended to the Board of Regents for adoption at the September 1992 meeting.

The document includes a chapter on the environment in which public higher education must operate in South Dakota as well as assumptions in a variety of areas. Assumptions were grouped into nine categories: Mission and Planning, Statewide, Governance, Student, Program, Staffing, Finance, Facilities, and Intergovernmental Relations. In each category, statements reflect what is expected to occur in the immediate future, and also included in several categories is an identification of a number of "misperceptions" held by various citizens in South Dakota which must be addressed.

The final section includes a listing of twelve directions which are to be pursued. Included are directions relative to undergraduate education, graduate and professional education, the teaching and learning environment, areas of excellence, pluralism, management flexibility, collaborative relationships, public awareness, funding, competitive compensation, facilities and equipment, and use of technology. It is acknowledged that the directions for the university system, common directions for uncommon times, are ambitious and will require additional resources to accomplish all of them. However, limited resources was not deemed to be a deterrent to charting a proper course for the System -- rather it was a factor which could slow the pace of progress toward the directions.

Chapter I

Background

South Dakota's public higher education system had its origins in the first legislative session in Dakota Territory which convened in March 1862. Deriving its authority to establish a university from the Northwest Ordinance of 1787, the University of Dakota Territory was founded on paper in Chapter 88 of the first session laws; it was paper only, however, as no land grant, budget, or government was provided. The second legislative session convened in December 1862 and passed Chapter 42 which incorporated the University of Dakota in Vermillion and appointed eighteen citizens from Vermillion and Yankton to membership on the first board of regents. Power entrusted to the regents was sweeping with few, if any, imposed constraints. While the powers granted were sweeping, educational matters were of secondary importance for the next twenty years due to the gold rush in the Black Hills and to agricultural problems.

Emphasis on higher education was refocused in the early 1880's with the regents appointing the first president of the university in Vermillion. The University, later to become the University of South Dakota, enrolled its first students during October 1882 for the 1882-83 academic year. Other institutions followed along with separate boards of regents. The decision to place control over higher education in a constitutional board was made following Congressional rejection of the 1885 draft constitution. No record exists to explain why the change was made, fire having destroyed the minutes of the 1887 convention. It seems reasonable to assume that the framers of the South Dakota Constitution sought the objectives pursued by their colleagues in other states.

Accepted thinking of the time advocated placement of educational and charitable institutions under constitutional boards. The constitutional board structure was intended to buffer certain state institutions from partisan political pressures. This seemed desirable where institutions could only fulfill their intended purposes if the services provided met the highest professional standards. Political theorists of the day were not inclined to subject curricula and educational standards to the pressures of partisan politics. They believed that in such matters, the best judgment of professional educators, tempered by a lay board, would provide the best assurance that state residents would have available to them educational services of the highest quality.

Both in the 1887 draft of the South Dakota Constitution and in the 1889 version that finally won Congressional approval and subsequent adoption by the South Dakota electorate, control of higher education

South Dakota Higher Education Historical Development Timeline

1862	University of Dakota Territory in Vermillion founded and incorporated and first Board of Regents, 18 members, appointed.
1880	First president of the university in Vermillion appointed by the Regents.
1881	The University (later to become USD) enrolled its first students.
1881	South Dakota State University established at Brookings.
1881	Dakota State University established at Madison. Originally General Beadle State Teachers College
1883	Black Hills State University (originally Black Hills Normal School) established at Spearfish to train teachers.
1885	South Dakota School of Mines & Technology established at Rapid City.
1889	Responsibility for higher education was vested in a Board of Regents.
1896	S.D. Constitution amended, granting the Board of Regents plenary constitutional control to assure that educational policy would be insulated from partisan politics.
1899	Northern State University was established.
1918	First U.S. Office of Education survey conducted.
1944	South Dakota School for the Deaf in Sioux Falls and South Dakota School for the Visually Handicapped in Aberdeen placed under Regents control.
1964	First staff for Board of Regents authorized and first executive director appointed.

was vested in a nine person board of regents. The control was exercised indirectly. In curricular matters, the Board acted in consultation with the faculties of the several schools. Administrative affairs, too, were addressed indirectly. The Board appointed boards of trustees for each institution under its charge. These boards of trustees appointed faculty, subject to Regental approval, and oversaw the management of their institutions.

In 1896, the electorate amended the constitution, adopting a text that has remained virtually unchanged to this time. The regent-trustee system collapsed as a result of "constant warfare between the Regents who were charged with responsibility for all, and the several boards of trustees, each engaged solely in advancing the interests of its own schools."

By granting the Board plenary constitutional control over higher education, subject to legislative rules and restrictions, the people of South Dakota sought to assure that educational policy would remain insulated from partisan politics, that it would reflect the best thinking of professional educators, and that it would treat all institutions, regions of the state, and students evenhandedly. These public policy goals have remained unchanged to this day.

In its current version, Article XIV of the Constitution of South Dakota formed one central Board of Regents and stipulated that all educational institutions "shall be under the control of a board of nine members, appointed by the governor and confirmed by the Senate, to be designated the regents of education." The Board began with five members, was increased to seven in 1955, and was increased to nine in 1979. The first staff for the Board was authorized in 1964 with the creation of the office of the Executive Director, changed to Commissioner of Higher Education in 1968, and changed to Executive Director in 1981.

Today's structure for public higher education in South Dakota includes six universities -- the University of South Dakota in Vermillion, South Dakota State University in Brookings, founded in 1881, Dakota State University in Madison, founded in 1881, Black Hills State University in Spearfish, founded in 1883, South Dakota School of Mines and Technology in Rapid City, founded in 1885, and Northern State University in Aberdeen, founded in 1899 as an engineering school without funding and changed to Northern Normal and Industrial School in 1901. The School for the Deaf in Sioux Falls and the School for the Visually Handicapped in Aberdeen are special schools which have been under the Board's governance and control since 1944.[1]

That higher education is a necessary and desirable part of the state's infrastructure has not been widely recognized in the past. Access to a university education has often been perceived as a personal benefit, but higher education has in the last few years achieved broader recognition as a part of the solution to bringing about economic diversification as well as increased sustainability and productivity in agriculture. Not only does higher education provide the necessary basics of arts and sciences and professional training, but also the

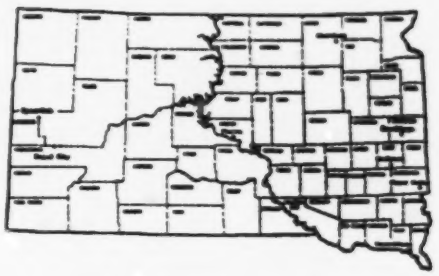
1. Material in preceding paragraphs excerpted from Hoagland, Monica, "Organizing the System of Higher Education," From Idea to Institution: Higher Education in South Dakota. (Vermillion, South Dakota: University of South Dakota Press, 1989), pp 3-11.

human resources at the campuses in bright and resourceful faculty as well as the application of research brings an upward trend to the quality of life for the entire state. Higher education faculty and staff were probably not as aggressive in the past in seeking collaboration with businesses, industries, and citizens of the state to render services requiring off-campus work. Times have changed, not only for South Dakota's higher education, but for American higher education. Campus boundaries are blurring, and it not unusual to find a faculty or staff member "on site" at a corporate office, a manufacturing location, or a ranch consulting with owners and managers seeking improvements to their profit and loss statements. Evolving technologies are transforming both production and management practices to such a degree that all economic sectors are dependent upon advanced education.

It is in this spirit that this plan is prepared. The days of glossy publications of five-year plans or long-range plans are waning. A plan must be a fluid document. Today's world is a world in constant transition, and higher education must be a part of easing and promoting the transition of our citizens by providing knowledge and skills for coping and maintaining the quality of life for this generation, and hopefully for generations to come. All must learn to learn. We must distill a very complex environment into simple statements which will communicate to the people of South Dakota a sense of urgency of basic support for a quality public higher education system. Plans and directions must be well articulated to the citizens of South Dakota and to the leadership of the state, and the plans must be in a mode of frequent review to ensure that we in the academy are as contemporary in our thinking about internal management and direction as we are in our advocacy for change in our classrooms and in research laboratories. It is hoped -- and indeed assumed -- that given a rational, reasonable plan for the South Dakota university system, South Dakotans will observe the relationship between a quality university system and the overall quality of life in the state and will encourage funding and support commensurate with its needs.

Finally, the pursuit of the directions within the context of identified assumptions is approached in a spirit of the principles associated with total quality management. The principles of empowerment and meaningful participation of a broad range of staff in problem resolution are recognized, and have been, in fact, already used at some of the campuses. More can be expected as campuses seek to incorporate their own planning efforts in a manner which will complement and advance the directions identified in "Access to Quality" within the resources available.

South Dakota Board of Regents System



University of South Dakota
Vermillion
Founded 1881

South Dakota State University
Brookings
Founded 1881. Established as South Dakota's land grant university

Dakota State University
Madison
Founded 1881. Originally Madison Normal School

Black Hills State University
Spearfish
Founded 1883. Originally Black Hills Normal School

South Dakota School of Mines and Technology
Rapid City
Founded 1885

Northern State University
Aberdeen
Founded 1899. Originally Northern Normal and Industrial School

Chapter II

The Process

Planning has had a long history in the South Dakota Board of Regents System, beginning with a U. S. Office of Education survey conducted in 1918. Subsequent studies were conducted in 1922, 1953, 1960, 1963, and 1970. Most of these studies commented on the relationship of the various institutions as well as improved coordination within the System. The goal for the present plan was to provide a road map -- a sense of direction -- a focus on the future -- for the university system governed by the South Dakota Board of Regents. The planning effort, though initiated by the Board, was expected to be a cooperative effort through the participation of the presidents of the six universities in the System. An initial agreement was made among the presidents and the Executive Director that any recommendation to the Board should aim toward shaping the existing system and current program inventories into a cohesive unit rather than debating the wisdom of numbers of institutions, location of institutions, or program inventories already in place. It was the consensus of the presidents and the Executive Director that such an agreement was necessary in order to look to the future without fear that frank discussions might jeopardize a program or an institution.

Much debate occurs in academe concerning the propriety of top-down planning or bottom-up planning or collegial planning. There is debate on strategic planning versus operational planning. The Board, the Executive Director, and the presidents recognized at the outset that any plan was suspect and likely to be ignored if the entire System was not included in the effort. Equally recognized was the fact that taking a collegial approach across institutions and within institutions would likely take so long that interest in and utility of the plan would wane by its completion. Therefore, a strategy which recognizes the value of institutional input as well as recognizing the prerogatives of a lay governing board was used in developing this plan. The Board chose to view the directions and action statements associated with each as broad initiatives which chart a course for the System and its institutions, an effort viewed as strategic planning. Campus comment and suggestions for improvement during such an effort are proper and desirable, and the Board made known its expectations that comments and suggestions would be solicited prior to adoption of the plan. Given consensus on the directions and action statements, institutional operational plans, and even institutional strategic plans, should complement the Board's initiatives. The breadth of the initiatives permit

Planning Process Timeline

August 1990	Initial steps in the planning process address revisions in institutional mission statements and development of a system mission statement are begun at annual Planning Retreat.
March 1991	After several months work, the Board adopts revised mission statements for the six universities and two special schools.
May 1991	A system mission statement is adopted by the Board.
September 1991	The Executive Director and the Council of Presidents begin task of identifying planning assumptions.
December 1991	A final draft of the planning assumptions is adopted by the Board.
January 1992	The Executive Director and the Council of Presidents meet to develop System directions and action statements.
March 1992	The draft document is reviewed by the Board and referred to the campuses for comments and suggestions.
August 1992	The plan is again reviewed by the Board and final editorial suggestions are made at annual Planning Retreat.
September 1992	The final plan is recommended by the Council of Presidents and adopted by the Board.

appropriate flexibility for the institutions, yet communicate clearly to South Dakotans the values and directions held by the Board of Regents.

The initial steps in the planning process in 1990 addressed mission statements -- both revisions of institutional statements and the adoption of one for the System. Discussions at the Board level began at the 1990 Planning Retreat at Ranch A. Several months work with the institutions resulted in the Board's adoption of revised mission statements for the six universities as well as the two special schools at the March 1991 meeting. A system mission statement was adopted at the May 1991 meeting. Productive working relationships on systemwide planning were developed during the process of revising the mission statements, and the Executive Director and the university presidents held a two-day retreat in Sioux Falls in September 1991 to begin the task of identifying planning assumptions which would describe the context in which any subsequent plan would exist. The assumptions were presented to the Board of Regents as an information item at the October 1991 meeting with a view toward eliciting Board reaction to the assumptions prior to final recommendation for adoption. Final adoption of the planning assumptions occurred at the December 1991 meeting.

Following the adoption of the planning assumptions, another two-day retreat of the Executive Director and the university presidents in December 1991 in Pierre, a half day effort in January 1992, and a lengthy conference call in January 1992 resulted in the development of System directions and action statements. A draft document was discussed at a February 1992 university presidents meeting to which Board members were invited. The purpose of inviting Board members to the meeting of the presidents was to elicit any Board comments prior to transmitting the document to the campuses for discussion and reaction.

A subsequent draft document was reviewed at the March 1992 Board of Regents meeting and referred to the campuses for comments and suggestions for improvement. The Council of Presidents reviewed commentary from the campuses at its July 1992 meeting in advance of the Board's planning retreat. During the Board's 1992 planning retreat, the plan was reviewed and editorial suggestions were made. A final draft was reviewed by the Council of Presidents in September 1992 and recommended for Board adoption at the September 24-25, 1992 meeting of the Board of Regents.

Chapter III

System Mission Statement[2]

Primary mission...

The South Dakota Board of Regents has constitutional authority to govern the system of public higher education in the State of South Dakota. Supported by an Executive Director and staff, the Board provides leadership and sets policies for the programs and services delivered through its six universities and two special schools. Dynamic and progressive leadership is cultivated at the campuses through the presidents, superintendents, faculty, and staff.

The primary mission of the institutions in the Regental System is to utilize available resources to provide an environment in which students are encouraged and supported in their intellectual, cultural, and ethical development through interaction with the scholarly communities at the institutions. The System and its institutions must assist students in their search for knowledge, in understanding themselves and their cultural and physical environments, and in developing the wisdom and skills necessary to function as responsible citizens in a democracy.

Fundamental values of education...

The Board affirms a commitment to the fundamental values of higher education in which programs and experiences promote curiosity, stimulate thought, encourage self-reflection, foster a genuine desire for lifelong learning, engender a global view of society which embodies a free interchange of ideas, and reflect a concern for creating a responsible, ethical society. These values include a commitment to excellence in academic programs; to excellence in teaching at all levels of instruction offered in Regental institutions; to scholarly activity, research, and creative activity appropriate to the role and mission of the individual institutions; to meaningful and productive relationships with local school systems and other appropriate public and private entities at the local, regional, state, and national levels; and to quality public service activities consistent with campus expertise and focused toward social, economic, and cultural needs of the state of South Dakota.

Diverse campus communities...

The Board affirms a commitment to diverse campus communities through serving the needs of all persons, including minorities, handicapped, and part-time students, and by seeking racial and ethnic diversity among the faculty and staff. The diversity of the campus community embodies the basic principles of an open democratic society in which free speech and thought respectful of differing opinions is encouraged among the students, faculty and staff. To

2. The System Mission Statement comprising this chapter is a reproduction of Board Policy 1:2 adopted by the Board on May 10, 1991.

Access and success for students...

maximize the potential for diversity within the campus communities, the Board affirms that access to the institutions and subsequent success once enrolled should be supported by adequate financial aid and appropriate student support services. Students should be expected to provide for a portion of the costs of delivering programs and services, but their share should be equitable and fair.

Catalyst and resource for economic development...

The Board recognizes and affirms its responsibility to serve as a catalyst for and as a resource to the economic development efforts of state and local governments. Faculty and staff expertise provides a valuable resource to various agencies of state government and to regional development efforts. Inherent within this responsibility is the desirability of expanding programs and services beyond the physical boundaries of the institutions to provide greater access to quality higher education opportunities for South Dakotans. The Board acknowledges the programs and services offered by the private and tribal institutions in the state and the desirability of cooperation with these institutions in program articulation and delivery.

Stewardship of financial resources...

The Board recognizes its responsibility for appropriate stewardship of financial resources from the state, from students, and from sources external to the institutions. While the Board recognizes the diversity of the institutions and the desirability of such diversity, the six universities function as a part of a system of higher education where the collective use of resources is focused for maximum common good. Inherent within this tenet is a commitment to interinstitutional relationships in order to maximize educational opportunities for the people of South Dakota, to maximize the articulation of educational programs among the institutions, and to avoid unnecessary duplication by focusing the resources of individual institutions in a cooperative fashion to deliver programs and services across the state and in the region. Consistent with the commitment to accountability and stewardship is an affirmation to seek the necessary funding from the state to enable the System's institutions to fulfill their respective missions.

Chapter IV

The Environment

Good and useful plans give proper attention to the environment in which the plan is to be used as a guide. Improper assumptions of demography or unrealistic expectations of support structures external to the System frustrate a plan's usefulness for setting directions. Demographic changes are under constant analysis, and governmental changes at the state level every two years in the Legislature and potential changes in the governorship every four years also impact the System. The fluctuations in the national economy and shifts in direction by the Congress and the Executive Branch also affect South Dakota's universities. Finally, more than ever before, the System must resonate with the global changes which have so profoundly affected the political and economic landscape of the globe.

No one will live all his life in the world into which he was born and no one will die in a world in which he worked in his maturity. **M.MEAD**

Higher education is facing change as profound as any it has faced in its history -- changes in demography, changes in financing, changes in campus cultures, and a general change in direction in the way we function. There is greater competition from other agencies for the state's resources. Interactive telecommunications will produce long-lasting change in our delivery of instruction, in the types of students we serve, and in the types of faculty and staff we employ in the future. As Margaret Mead said thirty years ago, "No one will live all his life in the world into which he was born and no one will die in a world in which he worked in his maturity." We need common directions as a university system, common directions for uncommon times.

South Dakota's population has been shifting markedly in the past twenty years. The primary growth areas have been on the eastern and western borders of the state around the Sioux Falls/I-29 corridor and the Rapid City-Spearfish corridor. The 1990 census data show only fourteen counties in the state having an increase in population over 1980; four of these counties are tribal counties. Of those counties losing population, thirty had double digit decreases between 1980 and 1990. Inherent within the population shifts to the borders of the state is a shift in the age composition of areas within the state. Northeastern South Dakota has become "older", and the Rapid City-Spearfish and Sioux Falls/I-29 corridors are drawing the younger residents from the rural counties. The state is expected to grow by 36,000 people by the year 2000, and 14,000 of these are expected in the Sioux Falls area. Clearly, these population demographics have a significant impact on planning within the university system as we seek to serve South Dakotans.

We need common directions as a university system, common directions for uncommon times.

The state's economy is not immune to national highs and lows, but South Dakota does not experience the dramatic highs and lows one sees on the coasts. The farm crisis of the early 1980's resulted in major adjustments for South Dakotans, and the current recession, though felt, has not resulted in a severe shift. The December 31, 1991 headline in the Argus Leader, "South Dakota holds its own as recession hits most of the nation", gave credence to this assessment. In fact, a January 1992 report from Kemper Fixed Income Research rated the South Dakota economy the strongest in the nation for the third quarter of 1991. The outlook for the farm economy is mixed. Farm earnings are expected to grow by 10% by 2000, but farm employment is expected to decrease by 6.9%, reflecting fewer but larger farms. Non-farm employment and service sector employment are expected to lead the growth in the state's economy this decade. Personal income is expected to rise gradually. Employment is expected to remain high. While four percent unemployment is traditionally considered full employment, an unemployment rate of 2.8% as reported for November 1991 is monitored closely by the business community because of its indication of unavailable labor supply.

The state's elementary and secondary schools are not expected to affect the current enrollment patterns at the universities until mid-decade when high school graduates are expected to increase. More of South Dakota's high school graduates are choosing additional education, but the percentage of those choosing in-state institutions remains around 70%. The greatest impact on enrollments in the universities is expected to come from older students and part-time students. More and more South Dakotans are seeing the connection between a better education and better wage earning potential, and demands from these older, part-time students will challenge the creativity of the institutions in delivering courses and services to geographically bound students. We must serve students nearer their homes and their places of employment.

With the growth of Sioux Falls and the Black Hills area, the diversification of the economy in these areas will be a further attraction of businesses and industries, and they will strengthen their positions as regional economic centers. Increasing the retail traffic of Iowans, Nebraskans, and Minnesotans in Sioux Falls and of Wyoming and Nebraska residents in Rapid City will continue to result in college age students from these areas choosing South Dakota universities. The open borders agreement with Minnesota has not proved to be an intellectual drain nor a financial drain on South Dakota as the numbers of students moving from state to state are approximately the same as are their ACT scores.

The governance structure of South Dakota's university system is simple and efficient. A single board for all public higher education is appropriate for a state the size of South Dakota, and we should take advantage of our simplicity of governance, the smallness of our institutions which can provide individualized attention to our students, and the ability to respond to needs of South Dakotans through such a structure. South Dakota universities are proud of the caring attitude of the faculty and staff, the smaller classes which provide greater

faculty-student interaction, and the opportunity for students to interact with senior level professors as freshmen and sophomores. The planning assumptions relative to governance reflect this view.

State government support for public higher education is expected to continue from both the executive branch and the legislative branch. Both the Governor and the Legislature have encouraged the System to recruit students to fill any excess capacity at the universities, and the addition of 3,664 students in the last three years is an indicator of success. The growth in the past three years, when viewed collectively, is equivalent to adding a university larger than four of the six Regental universities. With these added students, however, full funding of the instructional formula has provided the faculty to serve the students, but not the support services and the basic operational budgets necessary to keep pace with the growth. Appreciable changes in the percentage of the state budget which higher education receives are not forecast, and this will force the System to look elsewhere for additional support. The directions and initiatives identified in this planning process are recognized as desirable for the System, but this recognition is tempered by a realistic view of resources available in South Dakota, which suggest that most of the gains in state support will be incremental.

In summary, the environment in South Dakota is cautiously optimistic. The economy is relatively sound, attitudes toward higher education are improving, and external support for the System is increasing. It is hoped that the trend continues. The planning assumptions follow.

Mission and Planning Assumptions

1. Each of the six universities in the system will have a viable mission statement which recognizes the uniqueness of the institution.

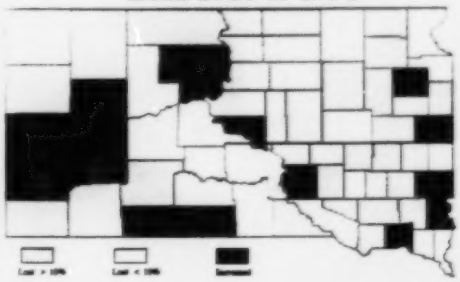
2. The programs currently offered at each university are appropriate to its mission.

3. The highest priority will be given to assuring program quality at each institution.

4. Additional programs, courses, or activities may be proposed to meet the needs of the state, but these shall be consistent with the role and mission of the institution which is to offer them, as well as the financial resources available to the institution. Proposed program additions will be reviewed to determine whether they unnecessarily duplicate programs already available within the system.

5. The planning document itself will be reviewed regularly and amended as needed.

South Dakota Population Change from 1980 to 1990



SOURCE: South Dakota Department of Labor, Bureau of Census, 1980 and 1990 Census

Statewide Assumptions

1. Higher education will continue to enjoy the strong support of the current administration.

2. There will be increasing competition in higher education between public and private institutions.

3. Neither the size of the state population nor its demographics will change appreciably.

4. Population shifts will continue to decrease rural populations, while correspondingly increasing the populations of larger towns and cities, particularly in the Sioux Falls and Black Hills areas.

5. Student demographics will change only slightly, although there will be an increase in the number of part-time and non-traditional students.

6. Fifty percent of the jobs available in the next ten years will require some university training, and one-third will require a baccalaureate degree.

7. Many South Dakotans will continue to believe that any graduate of a South Dakota high school should be eligible for admission to any Regental institution.

8. Fiscal concerns will dominate the state's thinking, and the state will continue to rely on agriculture and tourism development as major sources of revenue.

9. Urban areas will move toward a more diversified economy, creating an increased demand upon universities to expand program opportunities in these areas.

10. Some exportation of South Dakota graduates will continue, because many employment opportunities within the state are not competitive with those available elsewhere.

11. Policymakers will continue to rely on the public service contributions of higher education. The System must increase legislative awareness of the funding levels necessary to continue the public service functions of its institutions.

12. The Regental System provides a quality system of higher education for South Dakotans. However, a large percentage of South Dakota's high school graduates leave the state to pursue higher education. The System must develop an effective strategy for attracting more of the state's high school graduates to its universities.

13. The public perception of higher education must be improved. A number of misperceptions[3] need to be addressed, including:

    - There are too many institutions.

3. Throughout this section on Assumptions, "misperceptions" are identified -- a reference to ideas or opinions held by various individuals in the state which are not commonly shared ideas and opinions of the Regents System.

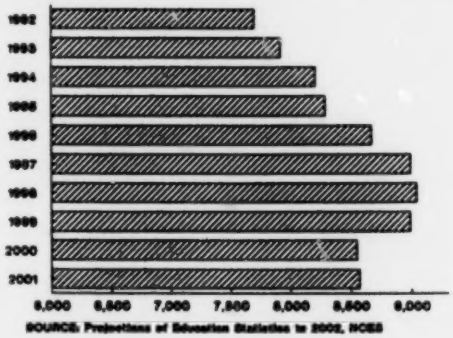
Statewide Assumptions

- Higher education is largely unnecessary in South Dakota, since its graduates leave the state.
- Vocational schools provide greater service to the people of South Dakota, and there is poor articulation between the vocational-technical institutes and the public universities.
- The renaming of state institutions resulted in cost escalation and unnecessary program duplication.
- Institutions are not responsive to public needs and concerns.

Governance Assumptions

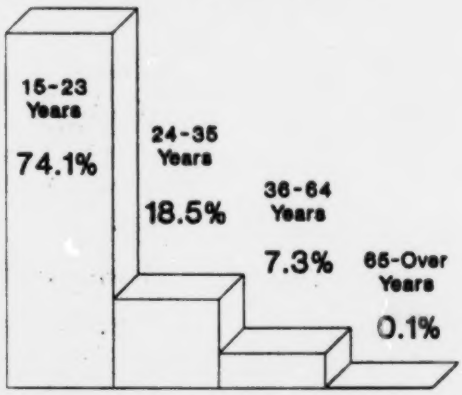
1. There will continue to be six public universities and two special schools in the Regental System of Higher Education.
2. There will be increasing demand for delivery of off-campus programs.
3. Regental institutions will continue to develop cooperative working relationships with tribal institutions.
4. There will be comprehensive public four-year baccalaureate programs and selected graduate programs in Sioux Falls.
5. There will be comprehensive public four-year baccalaureate programs and selected graduate programs in Rapid City.
6. There will be selective cooperation between public institutions and private colleges.
7. Competition between public institutions and private colleges will increase, as will competition between public institutions and tribal colleges.
8. Vocational education institutes will continue to operate, but will not expand their missions to college transfer curricula. There will be no change in their governance structure.
9. The Board of Regents will be expected to provide an increasingly stronger role in providing policy leadership, setting standards for accountability and assessment, and ensuring continued productivity of Regental institutions.
10. Regental data systems must attain a level of consistency which readily permits systemwide reporting, but which also recognizes the unique aspects of each institution resulting from its mission.

High School Graduate Projections



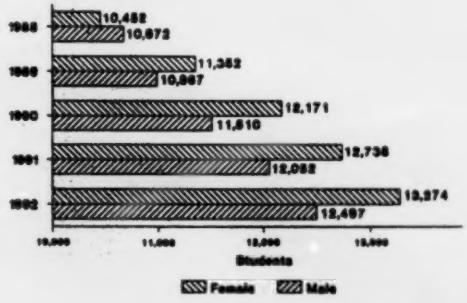
SOURCE: Projections of Education Statistics to 2002, NCES

Student Age Distribution



SOURCE: Spring 1992 Enrollment Report

Male-Female Enrollment Trend



Governance Assumptions

11. There will be increasing involvement and expectations on the part of federal and state regulatory agencies as well as accrediting agencies which will result in additional monitoring and compliance expectations and requiring additional resources to address deficiencies.

Student Assumptions

1. Student demographics will not change dramatically:
   - The number of high school graduates will increase in mid-decade.
   - The percentage of high school graduates attending college will not change appreciably.
   - The percentage of high school graduates selecting out-of-state universities will not change appreciably.
   - Second-generation South Dakota university students attending state institutions will increase enrollments slightly.
   - Commitment to the recruitment and retention of minority students will produce modest enrollment increases.
   - The number of women students will increase.
2. There will be an increase in the number of part-time and non-traditional students; more South Dakotans over the age of 65 will enroll in courses and programs.
3. There will be more Native American students and thus an increased need to provide academic and student support services to meet their unique needs.
4. There will be an increasing diversity of students, including minorities as well as international students, and emphasis on diversity by external agencies will heighten awareness of the need to recruit a more heterogeneous student population.
5. There will be an increase in the number of students with disabilities and increased resources will be required to meet their needs.
6. There will be a continued emphasis on recruiting qualified graduate students.

Student Assumptions

7. There will be a slight increase in the ratio of graduate to undergraduate students at USD, SDSU, and SDSM&T (approximating 20% to 80%).

8. There will be an increase in the number of non-resident students:

   - More students from Wyoming will attend BHSU.
   - Non-resident students at DSU will increase.
   - The number of Northwest Iowa students attending SDSU will increase.
   - The number of North Dakota students attending NSU will increase slightly.
   - The percentage of non-resident students at USD will not increase.
   - The number of non-resident students at SDSM&T will continue to increase, but the rate of this increase will decline.

9. Public higher education will be expected to be more accountable for student success rates:

   - More students will enter universities underprepared for university level work.
   - Students will need to be better prepared in the college preparatory curriculum.
   - There will be increasing demand for access, and greater resources will be required to educate high risk students.
   - More emphasis will be placed on support services such as advising, student development, career planning and placement, and childcare.
   - Students will become more active in demanding student rights and consumer rights.

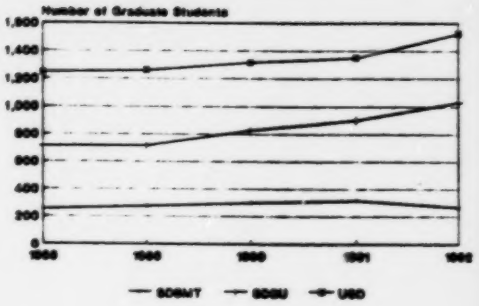
10. More sophisticated student data systems will be needed to provide timely and consistent data for federal reports and to provide assessment information to the public and to policymakers.

11. Financial support for student service activities will lag significantly behind support for other institutional activities.

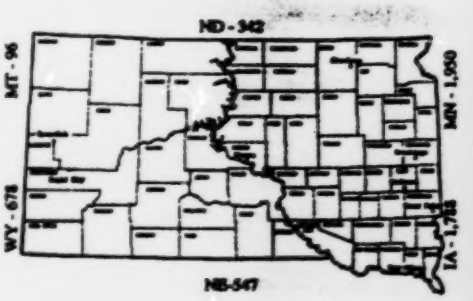
12. Students will assume increased responsibility in financing their education:

   - Federal support for education is unlikely to increase and may in fact decrease.

Graduate Students Trend at SDSMT, SDSU & USD



Fall 1992 Nonresident Students from Contiguous States



Nonresident Students Trend

Contiguous States	1988	1989	1990	1991	1992
IA	1,248	1,396	1,591	1,707	1,788
MN	1,198	1,354	1,501	1,711	1,950
MT	73	71	83	105	96
NE	334	349	422	453	547
ND	145	197	253	311	342
WY	320	401	489	570	570
International Students	545	599	590	659	770

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Student Assumptions

- Students will be required to exercise better financial aid planning and to assume a larger proportion of their overall college costs.

13. There will be an increased demand to deliver off-campus courses and programs with proper support services. Such programs cannot be precise extensions of existing programs; moreover, off-campus delivery will generate additional student costs.

Program Assumptions

Voluntary accreditation as carried out by the various accrediting bodies is a process uniquely American. Accreditation is sought voluntarily by institutions and is conferred by non-governmental bodies. Voluntary accreditation has two fundamental purposes: quality assurance and institutional and program improvement.

A HANDBOOK OF ACCREDITATION, NORTH CENTRAL ASSOCIATION OF COLLEGES AND SCHOOLS, 1992-93

1. Existing accreditations will be maintained. Increasing costs involved with accreditation processes limit the number of programs for which accreditation will be sought.
   - Accreditation standards will become more rigorous; maintaining accreditation will therefore require a proportionately greater share of campus resources.
   - Emphasis will be placed on licensure programs for which accreditation is a prerequisite.
   - Regional accreditation will be maintained.
2. Program reviews at the System level and the campus level will continue.
3. Assessment will receive higher priority and require more campus resources to implement.
   - Assessment will be a tool in determining program accountability.
   - Assessment costs will include the implementation of corrective measures.

Educators in higher education will conduct assessment not because of state mandates but because it makes sense to consider effectiveness data for future directions.

T. DARY ERWIN, *ASSESSING STUDENT LEARNING AND DEVELOPMENT*, 1991

4. Progression standards will require greater attention to student ability, outcomes assessment, and scheduling constraints at each institution.
5. Cooperation in program delivery will be of increasing importance for new and existing programs, and new models will be required for disciplines which are offered by several institutions such as teacher education and business.
6. There will be an increasing demand for quality graduate programs which are cooperative between institutions and which are within the mission of the institution which is to offer them.

Program Assumptions

7. There will be increased emphasis on ease of student transfers among institutions and on articulation agreements.

8. The general education requirements will remain important and will be reviewed periodically by each institution to ensure course quality, relevance, rigor, and availability.

9. There will be an increasing emphasis on freshman and sophomore education as the number of students underprepared for university work increases.

10. There will be programs with national or regional recognition which require additional resources to maintain the reputations of the programs.

11. There will be an increasing need to provide sufficient time for creative and scholarly activities on the part of faculty in order to maintain the high quality of education in Regental institutions.

12. Cultural diversity will be required across the curriculum at all institutions.

13. Internationalization will be required across the curriculum at all institutions.

14. Education in the use of technology and its applications to today's society will be a required component across the curriculum at all institutions. Curricula will reflect current technology.

15. It will be increasingly important to remain current with technology on all campuses, but increasingly difficult to do so, especially in view of our not being current at the present time.

16. Technology will aid in program support in areas such as libraries.

17. Health-related programs will escalate in cost due to increased costs of health technologies and resources necessary to deliver a quality curriculum.

18. The cost of library acquisitions will continue to escalate dramatically, and the increased demand for graduate programs will tax library resources.

19. There will be an increased demand for quality distance learning, and costs to the consumer will increase as technology is utilized to meet this demand.

Program Assumptions

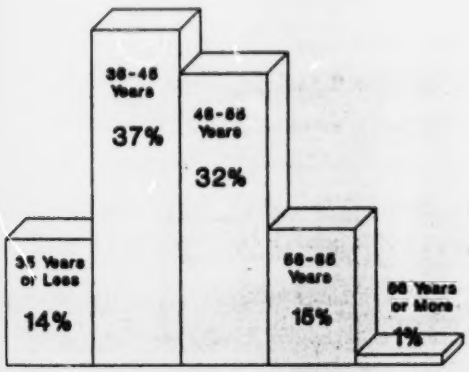
20. Affiliation with national organizations such as National Association of State Universities and Land Grant Colleges (NASULGC), American Association of State Colleges and Universities (AASCU), American Association of Colleges (AAC), Western Interstate Commission on Higher Education (WICHE), National Association of Intercollegiate Athletics (NAIA), National Collegiate Athletic Association (NCAA), American Council on Education (ACE), and professional and regulatory agencies is important to the System and will be maintained and encouraged.

21. The public perception of higher education programming must be addressed. Some misperceptions relative to programs include:

    - There is widespread unnecessary program duplication and competition among the institutions.
    - Program development and staffing should be based primarily on non-educational criteria, such as the need to develop the tourism industry or additional allied health programs.
    - Higher education should focus exclusively on undergraduate instruction.

Staffing Assumptions

Faculty Age Distribution FY 1992



SOURCE: FY92 FACTS Book, South Dakota Board of Regents

1. There will be a large increase in the number and percentage of faculty who will retire from the System over the next two decades, reflecting a national trend.
2. There will be a national shortage of qualified faculty in many areas and increased competition for hires in many areas.
3. There will be an increasing emphasis on cultural diversity of faculty and staff.
4. National recruitment efforts will continue, but inability to offer competitive compensation packages will require some initiatives to produce future faculty for the System.
5. An appropriate balance among teaching, scholarly activity, and public service will be required to attract and retain quality faculty. Demands for released time for scholarly and creative activities will increase.
6. There will be increasing demands from new faculty for start-up costs for laboratory and research equipment, materials, and facilities.

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Staffing Assumptions

7. Recruiting costs will increase.

8. The promotion and tenure process will be increasingly required to acknowledge differing faculty expectations while preserving qualitative standards.

9. The emphasis on hiring appropriately credentialed faculty and staff will continue.

10. There will be minimal change in the number of non-faculty positions.

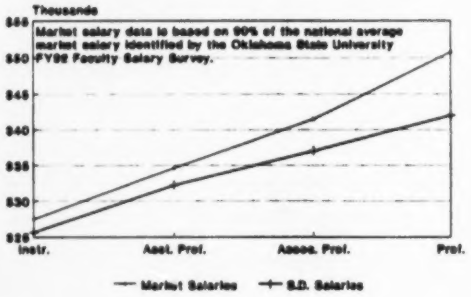
11. The demand for faculty and staff development opportunities will increase. Faculty and staff development opportunities will be provided to ensure the success of individuals and programs. The demand for in-state opportunities for inter-institutional staff development opportunities will increase.

12. Increased technology will enhance faculty and staff performance levels but will not result in an appreciable reduction in the need for faculty or staff because of increased demands for scholarly and creative activities.

13. The public perception of higher education staffing must be addressed. Some misperceptions relative to staffing include:

    - Faculty are sufficiently compensated, especially when compared to state per capita income.
    - Faculty and staff development activities are unnecessary.
    - There are too many administrators.

S.D. Faculty Salary vs. Market Faculty Salary


Thousands
Market salary data is based on 90% of the national average market salary identified by the Oklahoma State University FY98 Faculty Salary Survey.
Instr.
Asst. Prof.
Assoc. Prof.
Prof.
Market Salaries
S.D. Salaries

Finance Assumptions

1. Current base funding will continue without a reduction in dollars.

2. The System's share of the state general fund will remain substantially unchanged, despite increased competition from K-12 and other state agencies for those funds.

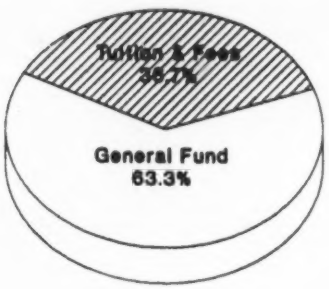
3. Higher Education will continue to lag behind national averages when measured by all indices.

4. The Higher Education Price Index (HEPI) will continue to be the measure of inflation in higher education.

5. Funding increases from all sources commensurate with the HEPI index will be required in order to maintain current program inventories.

Finance Assumptions

Percentage of Student Support
(Tuition & Fees Component of Funding)



SOURCE: FY92 FACTBOOK, South Dakota Board of Regents

6. Funding levels must be maintained; failure to do so will result in diminished quality, reduced enrollments, and reduced program and course offerings.

7. Demands upon the institutions to seek external funding sources will increase, yet there will be increased competition for such funding.

8. Tuition and fees will remain a significant component of the funding base for higher education.

9. Present Board policy calls for following the HEPI index for tuition and fee increases; circumstances may require a modification of this policy.

10. Salary improvement funds will remain a high priority, and will be increasingly important as competition for faculty increases due to the shortage.

11. There will be minimal change in the instructional formula, which will continue to be funded.

12. Shifts in institutional operating budgets will be increasingly required to meet escalating non-instructional costs.

13. Substantial increases in Maintenance and Repair (M&R) will be required in order to prevent critical damage to the physical infrastructures of Regental institutions.

14. The use of shared administrative data systems will become the standard mode of operation. Existing systems will require modification to function efficiently.

15. There will be an increasing need to translate campus and System data into management information and an increased need for consistent data analysis across the system.

16. The perceptions of higher education finances must be addressed. Some misperceptions relative to finances include:

    - Higher education is overfunded and demands a disproportionate amount of state resources.
    - Institutional resources are adequate to meet the diverse needs of all the populations within the state.
    - Current funding levels are adequate to meet the Maintenance and Repair needs of the universities.

Facilities Assumptions

1. Capital asset needs will increase, and their cost will increase due to rapidly changing technology and increasing sophistication of equipment.
2. There will be an increasing demand for technicians who have been trained to service more sophisticated equipment.
3. Energy consumption will increase in order to provide appropriate environments for specialized equipment.
4. The need for Maintenance and Repair (M&R) funds will increase.
5. Inflationary increases in maintenance and repair costs and capital asset costs will require that these needs be met in a timely fashion.
6. Utility costs will increase.
7. Increasing enrollments will require the construction of new facilities and/or the more effective and efficient use of existing facilities.
8. Increasing enrollments will create increased demand for housing in residence halls and alternative housing configurations on or adjacent to campuses.
9. Construction costs for new facilities will double every six years.
10. There will be increasing pressure to renovate buildings and preserve historic buildings rather than constructing new ones.
11. Asbestos abatement will continue to absorb a greater percentage of the resource base.
12. There will be an increased demand for renovations to accommodate individuals with disabilities.
13. Institutions will be increasingly expected to find matching dollars from external sources for construction.

Intergovernmental Relations Assumptions

1. The Administration's interest in and support of higher education will continue.
2. The Administration's interest in economic development as well as the Centers for Innovation, Technology and Enterprise (CITE) will continue.

Facilities Issues: The ABCs

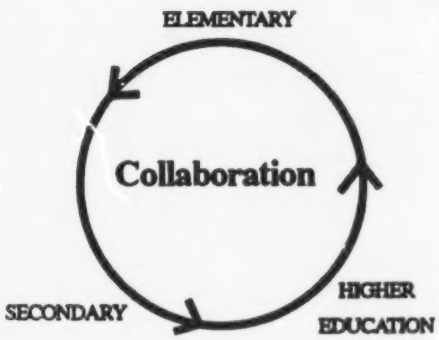
Asbestos abatement has had a crippling effect on deferred maintenance budgets. The cost of abatement has been estimated to exceed $13 million for the academic facilities alone at the six institutions that have had their facilities tested.

Building integrity crumbles as deferred maintenance continues to backlog. Underlying the need for new and improved buildings is the age and existing condition of the entire university system infratstructure. Campus buildings constructed between 1900 and 1960 and accompanying machinery and equipment installed during the same time period have severely deteriorated.

Compliance with ADA regulations has far reaching monetary ramifications. Preliminary estimates place the cost of physical structure modifications to comply with ADA regulations in excess of $10 million for the System.

Deferred maintenance needs grow year after year. According to *The Decaying American Campus: A Ticking Time Bomb*, (APPA/ NACUBO, 1988), colleges and universities in the United States deferred four dollars of needed maintenance for every dollar spent. Limited by funding constraints, South Dakota deferred more than nine dollars for every dollar spent in necessary maintenance in 1991.

Enrollment increases in South Dakota's public university system have totaled 27.2 percent in the last six years. Continued growth in the future will escalate the need for additional classrooms and residential buildings.



Intergovernmental Relations Assumptions

3. The Joint Powers Agreement with the Bureau of Administration concerning computer purchases and maintenance/repair will continue.
4. The Joint Powers Agreement with the Bureau of Personnel will continue.
5. There will be increasing emphasis on collaboration with K-12.
6. University/community relationships will not change significantly.
7. Institutions will be requested to provide increased services to state agencies with little or no cost reimbursement.
8. Programmatic initiatives will continue to arise occasionally from external groups.
9. There will be no change in our relationships with adjoining states.
10. Expectations of greater accountability in higher education will increase, thus increasing the demand for data consistency.
11. Regental data systems will be monitored and modified to ensure that they interface properly with the Executive Branch in the areas of finance, payroll, and personnel.
12. Interactive telecommunications will be implemented fully, with higher education as the primary partner.
13. There will be increasing competition with other state agencies for state funds.
14. Funding from the federal government will shift from a formula basis to a more competitive basis.
15. There will be an increasing need to develop broad-based advocacy groups to articulate the need for a quality public higher education with proper funding levels.

Chapter V

Directions

Given the background and the process, the following directions are identified in light of the System's needs and the state environment in South Dakota.

I. Ensure the quality of undergraduate education.

II. Focus and selectively improve graduate and professional programs consistent with institutional missions and which address the needs of the state and region.

III. Create a quality teaching and learning environment that cultivates through education and experience the intellect, character and spirit.

IV. Develop appropriate areas of excellence which promote and encourage scholarly activity.

V. Embrace and encourage pluralism.

VI. Provide institutional flexibility and expect responsible and accountable management of system resources.

VII. Foster collaborative relationships with groups external to the university system.

VIII. Increase the public's awareness of and appreciation for a quality public higher education system.

IX. Seek adequate funding from a variety of sources to accomplish institutional missions.

X. Seek competitive compensation for regents employees.

XI. Provide and maintain appropriate facilities and equipment.

XII. Maximize the delivery of programs and services throughout the state through the use of advanced technology and other innovative delivery systems.

I. **Ensure the quality of undergraduate education.**

A. Maintain undergraduate programs at a level which will meet appropriate accreditation and licensure requirements.

B. Review the content, delivery and structure of programs across the university system.

C. Expect entering students to meet standards consistent with national higher education expectations for entering students; for those students who are deficient, provide resources for addressing deficiencies.

D. Develop and implement a mandatory assessment and placement procedure for all entering freshmen and transfer students.

E. Provide a rigorous contemporary undergraduate curriculum, especially the core curriculum.

1. Seek greater transferability of the core curriculum.

2. Seek greater internationalization and globalization of the curriculum.

3. Develop an integrated undergraduate experience which addresses mathematics, science, and writing across the curriculum and computer literacy.

F. Develop and implement a means of assessing a student's mastery of the core curriculum prior to entrance into upper-division coursework.

G. Involve undergraduate students in research and other capstone experiences.

H. Develop undergraduate programs which will ensure that students acquire desired outcomes based on contemporary academic standards and outcome measures.

I. Assist students in timely graduation by management of schedules and improved advising.

J. Hire faculty who have attained doctoral degrees or those who, at the time of appointment, have an acceptable plan for degree completion, and encourage and support faculty who do not have terminal degrees to pursue the terminal degree.

K. Strive to provide faculty with personal computers, laboratory and research equipment, materials, facilities, and other "tools of the trade."

L. Require and provide for continuing professional and pedagogical faculty and staff development.

M. Continue and increase faculty participation in the teaching, research, and service components of the institution including undergraduate instruction; faculty workloads will be equitable across and within institutions.

II. Focus and selectively improve graduate and professional programs consistent with institutional missions and which address the needs of the state and region.

A. Maintain graduate programs at a level which will meet appropriate accreditation and licensure requirements.

B. Ensure that graduate programs have a sufficient critical mass of students and faculty to provide breadth, depth, and quality faculty-student interaction.

C. Limit graduate programs to those areas which have research components or other scholarly activity appropriate to the discipline and require all graduate degrees to have a thesis or other scholarly activity appropriate to the discipline.

D. Shape campus research plans which are complementary across disciplines and appropriate to institutional mission.

E. Recognizing that faculty research and scholarly activity are basic components of a contemporary university, ensure, where possible, that faculty research and expertise will support the efforts of the state in overall development and solution of problems.

F. Ensure that graduate programs serve the state of South Dakota.

G. Develop strategies for supplemental external funding for faculty appointments to provide support for creative and scholarly activity.

H. Increase state support and external support to provide a sufficient number of competitively-funded graduate student positions.

I. Fund new graduate programs primarily through reallocation of existing resources.

J. Utilize the state's membership in WICHE to provide access to a greater variety of graduate programs at reduced rates without having to develop programs in South Dakota.

III. Create a quality teaching and learning environment that cultivates through education and experience the intellect, character and spirit.

A. Ensure that university and System policies are fair and equitable and that expectations and consequences are clearly articulated.

B. Accommodate students by providing a living/learning environment which is safe, aesthetically pleasing, and friendly to the student.

C. Assure the availability of diverse residential facilities to accommodate a variety of living options.

D. Provide adequate library resources and personnel.

E. Provide adequate computer laboratories and other technical resources.

F. Assign higher priority to advising, and in the evaluation of faculty, emphasize the importance of advising.

G. Provide flexible and practical alternatives for non-traditional students including course schedules and support services.

H. Develop new approaches to student financial aid which will permit students to focus their efforts on a wholesome university experience.

I. Provide affordable health insurance options and emphasize wellness for the campus community as an important factor of life and as a means of reducing medical care costs.

J. Provide opportunities for students as spectators and participants in a variety of cultural activities.

K. Provide a set of intellectually stimulating co-curricular experiences.

L. Strengthen student organizations and encourage greater participation of students in the organizations.

M. Provide leadership development opportunities for students and staff and exposure to acceptable social behavior.

N. Provide structured experiences which will enable students to include moral and ethical value perspectives on making decisions.

O. Provide experiences which will enable students to develop a greater appreciation for the environment and the various contexts in which it can be viewed.

IV. Develop appropriate areas of excellence which promote and encourage scholarly activity.

A. Identify existing programs across the System which currently enjoy national or regional recognition and target System resources to sustain and further strengthen them.

B. Identify potential programs for achieving regional and national excellence.

C. Support research and scholarly activity in programs of emphasis at each institution consistent with institutional mission.

D. Expand selected research institutes if appropriate for the institution.

E. Build upon initiatives like the Experimental Program to Stimulate Competitive Research (EPSCoR) to become nationally competitive and recognized in selected research areas.

F. Recognize that research is fundamental to graduate instruction and an essential complement to undergraduate instruction.

G. Encourage interdisciplinary research and scholarly activity.

H. Ensure that institutional policies are supportive of creative and scholarly activity.

I. Ensure that programs are housed and equipped adequately.

J. Seek appropriate technical support staff and O&M funds for centers of excellence.

K. Undergird with base funds the basic administrative costs of centers of excellence.

V. Embrace and encourage pluralism.

A. Prepare students to live and function in a diverse world.

B. Seek student profiles that reflect heterogeneity with respect to gender, race, and ethnicity.

C. Foster a greater understanding and appreciation of diverse cultures at the campus through campus cultural activities and general campus ambiance.

D. Provide appropriate support services to the student body which will enhance the success of students with diverse backgrounds and cultures.

E. Recruit faculty and staff with a view toward heterogeneity with respect to gender, race, and ethnicity, recognizing that additional resources may be required to recruit.

F. Sensitize faculty and staff to the need for greater understanding and appreciation of diverse cultures.

G. Reflect cultural diversity and an awareness in the curricula of the multicultural dimensions of the nation and the world.

H. Seek opportunities which will provide students, faculty and staff with culturally diverse experiences.

VI. Provide institutional flexibility and expect responsible and accountable management of system resources.

A. Complete the review of the Regents Policy Manual and campus policy manuals, and add policies where appropriate.

B. Expect senior management to develop procedural manuals for their respective positions and responsibilities.

C. Simplify and standardize data reporting with a view toward minimizing staff reporting requirements.

D. Refine and standardize administrative data systems and develop some management reports across campuses as well as intra-campus reports.

E. Comply, where appropriate, with administrative rules and policies of state government in areas such as purchasing, and participate in statewide initiatives to improve administrative effectiveness while recognizing the uniqueness of the higher education enterprise.

F. Ensure that appropriate quality data are available as institutions assess qualitative goals and accreditation standards.

G. Seek more qualitative data accompanied by demonstrated results for program improvement at the campus level.

H. Continue to refine the Fact Book and associated accountability reports.

I. Implement an internal auditing procedure across the System.

J. Ensure a reasonable level and adequate depth of administrative structure consistent with norms of peer institutions.

K. Develop a consistent classification and compensation system for exempt employees.

L. Improve systemwide, intra-campus, and inter-campus communications.

M. Strengthen the council structure used to staff issues across the System.

N. Improve in comparative rankings with respect to institutional support, academic support, and student support.

VII. Foster collaborative relationships with groups external to the university system.

A. Seek greater collaboration among Regental institutions and encourage mutual promotion of the System institutions.

B. Improve our working relationship with K-12 by encouraging greater involvement of education faculty as well as other faculty with the problems and issues of K-12.

C. Provide better feedback to high schools in performance of graduates, consistent with statutory requirements on privacy.

D. Continue developing affiliation agreements with private, tribal and vocational-technical institutions.

E. Serve as partners with public and private entities which promote economic development of the state and seek to expand such partnerships.

F. Extend the services of various campus cultural entities to more communities in South Dakota.

G. Strengthen and maintain relationships with external organizations such as the American Council on Education (ACE), American Association of State Colleges and Universities (AASCU), National Association of State Universities and Land Grant Colleges (NASULGC), American Association of Colleges (AAC), National Collegiate Athletic Association (NCAA), and National Association of Intercollegiate Athletics (NAIA).

VIII. Increase the public's awareness of and appreciation for a quality public higher education system.

A. Convey the importance of quality higher education to the public through a more proactive media relations staff.

B. Coordinate the efforts of the state's political and business leaders with Regental efforts to deliver the message of the importance of a quality higher education system.

C. Ascertain the concerns or issues of South Dakotans and develop responses to address them.

D. Provide more systemwide support of media relations from the Board office with proper attention to campus strengths and unique features.

E. Seek a greater understanding of how higher education relates to the day-to-day successes and concerns of South Dakotans and provide through the Board office appropriate responses from the Regental System.

F. Identify higher education as a source of solutions, contrary to the perception that it is a source of problems

G. Resist the tendency to give long explanations of why nothing can be done to solve the state's problems or why higher education cannot provide a solution.

H. Capitalize on advantages resulting from the smallness of the institutions in the System in recruiting students, faculty and staff.

IX. Seek adequate funding from a variety of sources to accomplish institutional missions.

A. Determine appropriate shares of state, student, and external support.

B. Preserve full funding of the instructional formula.

C. Seek a broader formula for higher education to include more than the existing instructional support formula.

D. Seek funding to reach the goal of 90% of the average faculty salaries in the Oklahoma State University national survey; 90% of the average for exempt salaries based on the College and University Personnel Association (CUPA) survey; and 90% of the average for cooperative extension agents based on the USDA extension agent survey.

E. Strengthen fundraising capability at each institution.

F. Encourage increased pursuit of external funding accompanied by FTE support.

G. Increase grant solicitation requests.

X. Seek competitive compensation for regents employees.

A. Pay competitive salaries based on the markets from which we recruit.

B. Provide benefits competitive with those customarily found in the profession.

C. Provide adequate faculty and staff development opportunities.

D. Ensure that faculty and staff are provided facilities and equipment consistent with reasonable professional expectations.

E. Explore additional support services or strategies such as day care to assist employees in job performance and satisfaction.

F. Develop a consistent salary policy and pay ranges for those employees not covered by COHE.

G. Ensure that the campus is a hospitable and affirming work environment, free from discrimination and harassment.

H. Provide personal and professional support to all employees.

XI. Provide and maintain appropriate facilities and equipment.

A. Seek funding equivalent to 1.5% of the replacement value of institutional physical plants to provide for maintenance and repair.

B. Develop a formula factor to address adequate capital assets consistent with institutional program and mission.

C. Continue to explore new funding mechanisms and alternate debt structures for facilities and equipment.

D. Explore the possibility of matching challenge gifts of at least 50% of project cost while preserving Regental priority on building construction.

E. Integrate facilities into the program planning process by preparing a facilities impact statement for inclusion in the Class III documentation.

F. Integrate current technology into the purchasing policies and procedures to enable a faster turnaround of approvals and to reduce paperwork associated with the purchasing process, especially for research equipment.

G. Communicate the increasing cost of compliance with regulatory requirements such as handicapped renovation, Americans with Disabilities Act, asbestos abatement, or environmental standards from state and federal agencies and seek appropriate state funding to comply with those requirements.

XII. Maximize the delivery of programs and services throughout the state through the use of advanced technology and other innovative delivery systems.

A. Adapt academic and fiscal policies and procedures to support the delivery of instruction through alternative mediums including, but not limited to interactive telecommunications.

B. Integrate all Regental institutions into the State Telecommunications System.

C. Work cooperatively with the state's educational television network to expand educational offerings.

D. Share faculty and staff expertise and facilities among institutions across the System to maximize services to students.

E. Provide appropriate instructional training for faculty in the successful use of new technology, especially interactive video instruction.

F. Provide maximum similarity in studio facilities at each campus to ease the utilization of these facilities by system faculty and staff in interactive instruction.

G. Anticipate changes in the assignment of work and in the employment of faculty from other institutions, other states, other nations as interactive technology is integrated into the System.

H. Participate with WICHE to further maximize educational opportunities for South Dakotans.

I. Continue to monitor the Midwest Higher Education Commission with the view of potential membership for South Dakota.

J. Utilize distance learning to strengthen partnerships with K-12.

K. Make the universities a tool for teleconferencing in support of other state agencies as well as business and industry.

L. Support the automated library network system (PALS) and maximize its utilization across the System in reducing unnecessary duplication in library collections.

Chapter VI

Acknowledgements and Sources

In the preparation of this document, a number of statewide plans were reviewed. While there is much commonality among the plans in the emphasis of areas such as undergraduate education, service to the state, and adequate resources, the method of presentation differs significantly. One of the more useful sources was the 1991 University of Hawaii Master Plan, *A Statewide System and Beyond,* authored by Dr. Richard H. Kosaki. Listed below are other reports which were reviewed in the process.

An Action Agenda for Illinois Higher Education: Improving Quality, Cost Effectiveness, and Accountability in the 1990's, Board of Higher Education; State of Illinois; 1990.

Challenges and Opportunities for Nebraska Higher Education, Final Report to the LB247 Postsecondary Education Study Committee; State of Nebraska; 1990.

Current Population Trends in South Dakota, The State Data Center; School of Business; University of South Dakota; 1991.

Investing in Connecticut's Future, A Strategic Plan for Higher Education; Board of Governors for Higher Education; State of Connecticut; 1989.

Investing in People, The Maryland Plan for Postsecondary Education; Maryland Higher Education Commission; 1991.

Long Range Planning 1986-1991, The University of North Carolina Board of Governors; 1987.

Master Plan for Texas Higher Education, Texas Higher Education Coordinating Board; 1990.

Mission, The University of Wisconsin System; 1989.

Partners for Progress, North Dakota University System; 1990.

Proposed USHE Institutional Categories and Accompanying Criteria, Utah System of Higher Education Memorandum; September 5, 1990.

Q-7: Quality on the Line, Report of the Blue Ribbon Commission on Access and Quality in the Minnesota State University System; 1990.

Report of the Missouri Business and Education Partnership Commission, State of Missouri; 1991.

Statewide Plan for Higher Education, State of Idaho Board of Education; 1991.

Toward the Year 2000, Arizona Board of Regents; 1991.

The University of Maine System, University of Maine Board of Trustees; 1991.

University Strategies for the 21st Century, MGT of America, Inc.; 1991.

Wisconsin Ideas, "Issues of the 90's"; The University of Wisconsin; 1991.

Appendix

University of South Dakota Mission Statement

The role of the University of South Dakota is that of the state's comprehensive research university providing graduate and undergraduate programs in the liberal arts and sciences and in professional education including fine arts, education, business, law, and medicine. Degrees are authorized at the associate, baccalaureate, masters, education specialist, and doctoral levels.

The following curriculum is approved for the University:

A. Baccalaureate programs in the arts and sciences, fine arts, education, business, and medicine (medical technology); associate degree in criminal justice studies.

B. Graduate programs: Masters degrees in accounting, administrative studies, anatomy, applied music, the arts (including fine arts), biochemistry, biology, business administration, chemistry, chemistry-business, communication disorders, computer science, economics, educational administration, educational psychology and counseling, elementary education, engineering management, English, health, physical education and recreation, history, history of musical instruments, management information systems, mass communication, mathematics, microbiology, music literature, music education, natural sciences, occupational therapy, physical therapy, physiology/pharmacology, political science, psychology, public administration, secondary education, selected studies, sociology, special education, speech communication, visual arts; specialist degree in education; Juris Doctor degree; doctor of medicine degree; and doctoral degrees in psychology, education, basic medical sciences (biochemistry, physiology/pharmacology, anatomy, and microbiology), and a joint doctoral program in biological sciences with South Dakota State University.

C. Professional programs in law, medicine, business, fine arts, education (including elementary, secondary, and college teaching, counselor education, special education, and school administration); associate degree programs in nursing and dental hygiene; baccalaureate programs in dental hygiene, medical technology, and anesthesia; and master's programs in occupational and physical therapy.

D. The School of Medicine provides the opportunity for South Dakota residents to receive a quality, broad-based education

with an emphasis on family practice through a curriculum which encourages graduates to serve people living in the medically underserved areas of South Dakota.

E. Research - basic and applied - and scholarly and creative activities that reflect the interests and activities of its faculty and are consistent with the programs authorized above. Inherent within the research function of the university is an expectation that externally sponsored research is a priority of the various faculties, particularly those engaged in graduate instruction.

F. Statewide continuing education opportunities, outreach, and public service to the state and region and consistent with the approved programmatic authorization listed above.

G. Services through the following approved centers and organizational units:

Black Hills Fine Arts Center

Business Research Bureau

Business Opportunity Center

Center for Developmentally Disabled

Child Development Research Laboratories

Educational Research and Service Center

Governmental Research Bureau

Institute for Study of Rural Banking and Financial Markets

Institute of Indian Studies

International Studies Center

Psychological Services Center

Shrine to Music Museum and Center for Study of History of Musical Instruments

Social Science Research Institute

South Dakota Center for Law and Civic Education

South Dakota Council on Economic Education

South Dakota Fine Arts Resource Center

South Dakota Law Review

Speech and Hearing Clinic

State-Wide Educational Services

Telecommunications Center

University Art Galleries

USD Archeology Laboratory

University of South Dakota Press

West River Graduate Center.

South Dakota State University Mission Statement

The role of South Dakota State University is that of the state's comprehensive land-grant research institution meeting the spirit of the Morrill Land Grant Act of 1862 and providing programs in agriculture, professional fields, science, applied sciences, humanities and the arts. Furthermore, the Agricultural Experiment Station and Cooperative Extension Service programs operate consistent with the provisions of the Hatch Act of 1887 and the Smith-Lever Act of 1914. Degrees are authorized at the associate, baccalaureate, masters, and doctoral levels.

The following curriculum is approved for South Dakota State University:

A. Baccalaureate programs in the arts and sciences; an associate degree program in general agriculture; a certificate program in flight training; and vocational learning and training in agriculture, technology, and service management.

B. Professional baccalaureate programs in agriculture, engineering, home economics, nursing, pharmacy, secondary teacher education, and the basic physical, biological, and social sciences.

C. Graduate programs: Masters degrees in agricultural education, agricultural engineering, agronomy, animal science, biology, chemistry, counseling and human resource development, curriculum and instruction, dairy science, economics, educational administration, engineering, English, entomology, geography, health, physical education and recreation, home economics, industrial management, journalism, mathematics, microbiology, nursing, plant pathology, physics, rural sociology, speech, and wildlife and fisheries sciences. Doctoral programs in agronomy, animal science, chemistry, sociology, and a joint doctoral program in biological sciences with the University of South Dakota. A doctoral program in agricultural engineering is offered cooperatively with Iowa State University.

D. Basic and applied research consistent with the land-grant mission, statutory mandates and program authorizations listed above and scholarship and creative activities in all academic disciplines. Inherent within the research function of the university is an expectation that externally sponsored research is a priority of the various faculties, particularly those engaged in graduate instruction.

E. Statewide continuing education opportunities, outreach, and public service to the state and region and consistent with the approved programmatic authorization listed above. The Cooperative Extension Service is considered a major component of the outreach activities.

F. Services through the following approved centers and organizational units:

Agricultural Experiment Station
Animal Disease Research and Diagnostic Laboratory
Brookings Sports Medicine Center
Brookings Wellness Center
Cardiac Rehabilitation Program
Census Data Center
Center for Innovation, Technology and Entrepreneurship
Center for Power Systems Studies
Cooperative Extension Service
Engineering Research and Extension Center
Family Management Resource Center
Foundation Seed Stocks
McCrory Gardens and State Arboretum
Northern Great Plains Water Resource and Research Center
Office of Remote Sensing
Prairie Repertory Theatre
Seed Certification Laboratory
Soil Testing Laboratory
South Dakota Art Museum
State Chemical Laboratory
Statewide Technical Assistance through Extension
Transportation Technology Transfer Center
University and Industry Technology Services
Water Resources Institute
West River Graduate Center

South Dakota School of Mines & Technology Mission Statement

The role of the South Dakota School of Mines and Technology is that of a university specializing in undergraduate and graduate education emphasizing science and engineering. Degrees are authorized at the baccalaureate, masters, and doctoral levels.

The following curriculum is approved for the University:

A. Baccalaureate programs in chemical, mining, civil, electrical, geological, mechanical, industrial, and metallurgical engineering; mathematics, physics, chemistry, computer science, geology, and interdisciplinary sciences; general and transfer studies programs and participation in the West River Nursing Consortium.

B. Graduate programs: Masters degrees in chemical, civil, electrical, geological, mechanical, metallurgical, and mining engineering; chemistry, computer science, technology management, geology, meteorology, paleontology, and physics. Doctoral programs in geology, materials engineering and science, and geological engineering. A cooperative PH.D. program in Meteorology with Colorado State University is authorized.

C. Research - basic and applied - and scholarly and creative activities that reflect the interests and activities of its faculty and are consistent with the programs authorized above. Inherent within the research function of the university is an expectation that externally sponsored research is a priority of the various faculties, particularly those engaged in graduate instruction.

D. Continuing education opportunities, outreach, and public service to the state and region as well as some national and international needs consistent with the approved programmatic authorization listed above.

E. Basic and applied research and services through the following approved organizational units:

Advanced Composites for Engineering Systems Laboratory

Black Hills Natural Sciences Field Station

Center for Innovation, Technology, and Entrepreneurship

Computer Integrated Manufacturing Laboratory

Engineering and Mining Experiment Station

High Plains Center for the Materials and Manufacturing Industries

Institute for Atmospheric Sciences

Mining and Mineral Resources Research Institute

Museum of Geology

New Gallery

Ranch A Educational Center

Scientific Knowledge for Indian Learning and Leadership Program

Technical Assistance Program

Black Hills State University Mission Statement

The role of Black Hills State University is that of a liberal arts university providing programs in the liberal arts and sciences; education with special emphasis on the preparation of elementary, middle level, and secondary teachers; human services; wellness; business, travel industries management and tourism. Complementing these programs is a series of pre-professional, one and two-year terminal, and junior college programs. Degrees are authorized at the associate, baccalaureate, and masters level.

The following curriculum is approved for the University:

A. Baccalaureate programs in the liberal arts and sciences, education, human services, industrial technology, wellness, business, travel industries management and tourism. Associate degree programs in general studies, business, communication arts, drafting, radio and tv, and travel industries management.

B. Masters programs in education and tourism.

C. Research and scholarly activity is inherent to the university community and is, therefore, expected to be an integral part of the role of the faculty. Inasmuch as the mission of the institution is primarily teaching, the central focus of research and scholarly activity is in support of the teaching and service functions.

D. With other campuses in the Regental System, Black Hills State University shares responsibility for continuing education and public service consistent with the programmatic authorizations in A and B above by acting as a resource for a diverse group of agencies, businesses and educational institutions within the region.

E. The Center for the Advancement and Study of Tourism provides services on a statewide basis with more regional services being accorded through the following approved centers:

Center for Business and Entrepreneurship

Center for Indian Studies

F. The Ellsworth Air Force Base Branch Campus provides undergraduate programming in support of the program and continuing education needs of the Air Force. Black Hills State University serves as a program participant in the West River Nursing Consortium.

Dakota State University
Mission Statement

The role of Dakota State University is that of an institution specializing in programs in computer management, computer information systems, electronic data processing and related programs. Degrees are authorized at the associate and baccalaureate level. SDCL 13-59-2.2, the mission change legislation of 1984, authorizes graduate programs at the institution with the approval of the Board; select graduate courses have been authorized. A special emphasis is the preparation of elementary and secondary teachers with expertise in the use of computer technology and information processing in the teaching and learning process. A secondary purpose is to offer two-year and one-year programs and short courses for application and operator training in areas authorized.

The following curriculum is approved for the University:

A. Baccalaureate programs in business, biology for information systems, chemistry for information systems, computer science, elementary education, elementary education and special learning and behavioral problems, English for information systems, fine arts administration, information systems, mathematics for information systems, medical record administration, physical health management, physics for information systems, respiratory care, junior high and secondary education, technology management, and vocational-technical teacher education. Associate degree programs in application programming, business management, medical record technology, modern office systems, respiratory care, medical laboratory technology (cooperative AAS), and general studies.

B. Research and scholarly activity in support of the teaching and service functions of the University and basic and applied research with emphasis on computer/information systems and their application to authorized programs.

C. Continuing education, outreach, and public service to the state and region consistent with the approved programmatic authorizations listed in A above. A particular responsibility is to provide outreach in the area of computer/information systems.

D. Services through the following approved centers and organizational units:

   Business and Education Institute

   Institute for Entrepreneurial Development

   Center for Documentation Research.

Northern State University
Mission Statement

The role of Northern State University is that of a liberal arts university providing programs in the arts and sciences, education, business, and the fine arts with special emphasis on the preparation of students for careers in business and education. Complementing these programs are pre-professional, one and two-year terminal, and junior college programs in fulfillment of its responsibility for college transfer programs in northeastern South Dakota. Degrees are authorized at the associate, baccalaureate, and masters level.

The following curriculum is approved for the University:

A. Baccalaureate programs in the arts and sciences, fine arts, business, technology, and education; associate degree programs in business, commercial art, criminal justice studies, general studies, industrial technology, office administration, and social services and pre-professional programs (one- and two-year) in pre-architecture, pre-chiropractic, pre-engineering, pre-journalism, and pre-mortuary.

B. Masters programs in education.

C. Research, creative activity, and scholarship, as activities incumbent to the university community, are an integral part of the task of the faculty. Since the role of the university is primarily teaching, the central focus of research is the support of teaching, including primary research in areas related to professional preparation, and the fulfillment of the institution's service function.

D. With other campuses in the Regental System, Northern State University shares responsibility for continuing education and public service consistent with the programmatic authorizations in A and B above by acting as a resource for a diverse group of agencies, businesses and educational institutions within the region.

E. Services through the following approved centers and organizational units:

International Business Center

Small Business Institute

Environmental Education Center

The Reading, Writing, and Mathematics centers

Elementary and Secondary Science Teaching Center

NSU

NORTHERN
STATE UNIVERSITY

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